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ABSTRACT

This workshop guide is intended to help personnel specialists and educators conduct workshop activities to promote positive attitudes toward women with disabilities. Activities are suitable for use in workshops not only with people in personnel management and education, but also with college students, parents, public school students, and others interested in exploring their attitudes toward people with disabilities. Seven goals are cited for participants in the workshop activities, and five corresponding activities are then provided. The format for each activity is as follows: title, time needed, target audiences, objectives, directions, leader materials, anticipated responses, and handouts for discussion. Workshops cover empathizing with disabled persons by experiencing feelings of "differentness," challenging misconceptions about disabled people, applying knowledge of Section 504 of the Rehabilitation Act to education and employment situations while examining the adverse effect of attitudinal barriers, and understanding difficulties faced by the disabled along with adaptations to cope with them. An evaluation questionnaire, bibliography, and summary report of the 1979 Conference on Disabled Women are appended. (YLB)

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EXPLORING ATTITUDES TOWARD WOMEN WITH DISABILITIES:
A Curriculum Guide for Employers and Educators

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INTRODUCTION

This guide was created to help personnel specialists and educators conduct workshop activities to promote positive attitudes toward women with disabilities. The guide was developed as a result of discussions at a conference on disabled women held in May 1979, sponsored by the New York City Commission on the Status of Women and the Mayor's Office for the Handicapped. (A summary report of the conference is appended.)

Following the conference, Dr. Mary Bliss and Adele Schwartz, authorities in special education and approaches to mainstreaming, were commissioned to develop this workshop guide, based on activities they have adapted and used in workshops with college students, teachers, parents, administrators, public school students, and others interested in exploring their attitudes towards people with disabilities.

Public Policy Changes. The 1970's was an exciting and precedent-setting period for this country's people with handicapping conditions. During this time, people with disabilities aggressively engaged in legislative and judicial activity to obtain equal opportunity in employment and education as racial and ethnic minorities, the aged and women had done before them.

These activities resulted in revolutionary changes in public policy, legal precedent and government spending patterns, thus creating a turning point in American history for this long-excluded minority group. The most significant legislative accomplishments were the passage in 1973 of the Rehabilitation Act (Section 504), and in 1975 of the Education for All Handicapped Children Act.

The Rehabilitation Act prohibits discrimination against handicapped persons in all federally funded grants and programs, and mandates specific education rights for handicapped children, including non-discriminatory evaluations and placements in the least restrictive (least isolated possible) environments.

The Education for All Handicapped Children Act guarantees free, appropriate public education to all handicapped children and provides nearly $1 billion a year in aid to states for the education of disabled children.

While aspects of the law are in various phases of being implemented, the overriding obstacle to true compliance is resistance on the part of citizens who hold negative attitudes. Rooted in myth, superstition, and lack of experience and exposure, such attitudes are a significant barrier to the spirit of the law.

Disabled Women: The Double Layer of Discrimination. In addition to the formidable barriers associated with their disabilities, disabled women must also contend with the vast range of obstacles that discourage women from full participation in society.

Disabled women who want to join the workforce are regularly subjected to employers who feel that priority in job placement should be given to disabled *men*, and directors of rehabilitation and job training programs who not only favor men but who also direct women into sex-stereotyped employment. These attitudes are often accompanied by the more general assumption that disabled women prefer to remain dependent and at home.

Using the Guide. This workshop guide, addressing the special problems of disabled women as well as the general concerns of all people with disabilities, includes activities which may be selected by the workshop leader to suit the needs and the time constraints of any group of participants. Although the activities are designed for people in personnel management and education, they may be adapted without difficulty for other interested groups as well. The leader may also wish to supplement these activities with audio-visual materials noted in the bibliography (see Appendix).

(continued . . .)

We invite the workshop leader to use the activities here to explore attitudes, stereotypes and myths surrounding disabilities. We can alter attitudes only when there is an awareness that negative attitudes exist and need to be changed, a willingness to explore new possibilities, an openness to new information, a commitment to change and the work that such a commitment requires.

We hope that this guide will offer workshop leaders and participants a place to begin their part in this important struggle for civil rights. Its outcome may help all of us to understand our own differences, and to live more productively as a result of that understanding.

GOALS FOR PARTICIPANTS IN THE WORKSHOP ACTIVITIES

1. To recognize that disabled women and men have the same needs and aspirations as do people who are not disabled.
2. To recognize that disabled women face a double layer of discrimination in terms of disability and gender.
3. To become more aware that people with disabilities resemble non-disabled people more than they differ from them.
4. To regard each person with a disability as an individual.
5. To understand that disabled women have many of the same capabilities as non-disabled people and can develop them to full potential if given equal opportunity.
6. To learn to relate more effectively and productively to people with disabilities.
7. To recognize that disabled persons and members of other groups that have experienced discrimination share a commonality of struggle for full rights and participation in society.

Note: Objectives listed at the beginning of each activity on the following pages may relate to one or more of the above-described goals.

WORKSHOP TITLE: **Remembering A Time When I Felt "Different"**

TIME NEEDED: 15-20 minutes

TARGET AUDIENCE: Teachers, students, business and employment personnel

OBJECTIVE: To empathize with disabled people by experiencing the universality of feelings of "differentness"

DIRECTIONS: *This activity will require participants to think back to an earlier time in their lives. It is important to set a calm and quiet tone as you encourage participants to let themselves get into the mood for this activity.*

LEADER:

"Sit back in your seats and let yourselves relax. Since I'm going to ask you to think back to a much earlier time in your lives, you may even wish to close your eyes."

(PAUSE)

"Now that you are relaxing, try to slip back in time to a time in your life when you felt . . . DIFFERENT . . . outside the mainstream . . ."

(PAUSE)

Try to visualize that particular situation . . . to remember the people who were present . . the expressions on their faces . . . Can you see the expression on your own face? Can you retrieve the feelings you were feeling at that particular moment? . . . Now just relive the situation for one minute and I will call you back . . ."

(WAIT ONE MINUTE and maintain silence throughout.)

"O.K. Let's come back now. Who would like to tell us the experience and the feelings that came to mind?

(PAUSE)

"O.K. I think, then, that it is safe to say that we have all experienced these feelings at one time. People who are disabled are often subjected to isolation."

ANTICIPATED RESPONSES

Participants may relate experiences regarding differences based on race, class, religion, culture, gender, age, sexual orientation, etc. The leader should be able to elicit from these shared experiences the following commonalities:

Being made to feel different may feel . . .

lonely
frightening
angry
less than human
pitiable
hurt
sad, unhappy
ridiculed
self-doubtful
incompetent
dependent
incapable
helpless
isolated
resentful
embarrassing

THIS WORKSHOP IS MOST EFFECTIVELY FOLLOWED BY THE WORKSHOP ENTITLED: **"VIEWING DIFFERENCES."**

WORKSHOP TITLE: **Viewing Differences**

TIME NEEDED: 15–20 minutes

TARGET AUDIENCE: Teachers, students, business and employment personnel

OBJECTIVE: To challenge misconceptions about disabled people by discussing how we experience other people's differences. An examination of our own feelings can help us discover that they are not based in reality.

DIRECTIONS: *This activity will require that participants think back to an earlier time in their lives. It is important to set a calm and quiet tone as you encourage participants to let themselves get into the mood for this activity.*

LEADER:

"Sit back in your seats and let yourselves relax. Since I'm going to ask you to think back to a much earlier time in your lives, you may even wish to close your eyes."

(PAUSE)

"O.K. Now that you are relaxing, try to slip back in time to a time in your life when you viewed someone else as DIFFERENT . . . outside the mainstream . . . In this situation you were sure that this person was quite different from the others you knew . . . Try to visualize that particular situation . . . to remember the people who were present . . . the expressions on their faces . . . and what those expressions made you feel . . . Can you see the expression on your own face? . . . Can you recall your own reactions and feelings? . . . Try to feel those feelings again . . . Now just relive that particular situation for one minute with your eyes closed and I will call you back when one minute is up . . . .

(WAIT ONE MINUTE
maintain silence throughout.)

"O.K. Let's come back now. Who would like to tell us the experience that they brought to mind?"

(PAUSE)

"These feelings are particularly intense when we view the differences of a disabled person. Think about your own experiences again. How do you feel when you see a disabled person? When you ride the elevator with someone in a wheel chair? When you see people on the bus talking with their hands, or someone with a seeing eye dog?"

(PAUSE)

"Why do you think we have such feelings? Why are we fearful and repelled?

(PAUSE)

"We isolate others because of our own fear, myths and misconceptions. We think, some-

ANTICIPATED RESPONSES:

Participants can be expected to relate experiences regarding racial, cultural, sex or religious differences, disabilities, physical or intellectual differences. The leader should be able to elicit from these shared experiences the following commonalities:

Viewing differences, we may feel . . .

- frightened (of the unknown)
- repulsed (by things we've never seen or heard of)
- uncomfortable (because we have no experience and do not know how to behave, what to say)
- pitying
- guilty (because we're O.K. and the other person doesn't seem to be)

We have questions . . .

- "Why does God allow this?"
- "Is this just an accident, bad luck?"
- "Is no one to blame?"
- "Why did it happen to her/him?"

Other questions that may arise:

- "Why didn't it happen to me?"
  and
  "I'm so relieved that it didn't happen to me! (But that makes me feel guilty.)"

- "Can it happen to me?" (This is often the chief reason we cannot deal with people who are disabled . . . We live in fear of becoming disabled ourselves.)

- "Is it contagious?" (Another common

LEADER:

where inside ourselves, that we need to be "protected" when in fact there is no basis for this in reality. Still we carry the cultural and societal fears with us in our attitudes and treatment of people with disabilities without really knowing much or anything about their differences or their similarities. Then our lack of experience and exposure to people with disabilities adds to our irrational fears. What we need most is information and experience . . . time to get to know that we really have nothing to fear, and that our beliefs are mostly stereotypes."

ANTICIPATED RESPONSES:

myth that prevents us from feeling with others who are different.)

WORKSHOP TITLE: **Attitudes Toward People with Disabilities**

TIME NEEDED: 15–20 minutes

TARGET AUDIENCE: All interested in correcting misconceptions about disabled people.

OBJECTIVE: To replace misconceptions about disabled people, particularly women, with facts which may help participants evaluate their attitudes.

DIRECTIONS: *The following page entitled* ***"Myths or Facts"*** *should be duplicated prior to the workshop and distributed to all participants. Without discussion, they should be asked to indicate in the column next to the statement whether they agree or disagree.*

When all participants have completed the page, each item should be discussed. A discussion page is provided for your use. It may also be duplicated and distributed to participants after the discussion for further reference. Whenever possible, it is most effective to ask a person with a disability to lead this discussion.

Point out, during the discussion, that myths often arise from fears, superstition and ignorance rooted in ancient history. Our attitudes, likewise, are rooted in this misinformation. We can only begin to replace the myths and superstitions with facts and experiences, so that our consciousness related to people with disabilities, and our attitudes toward them, can begin to change.

Note also that common misconceptions about the desires, ambitions and capabilities of women have been with us for centuries.

Myths or Facts?*

DIRECTIONS: Read each of the statements listed below. Next to the statement indicate whether you agree or disagree.

		Circle one
1.	Disabled people are happier being with "their own kind."	AGREE DISAGREE
2.	Disability is such a constant, frustrating tragedy that the disabled spend much of their time thinking about their handicaps.	AGREE DISAGREE
3.	Disabled people lead lives very similar, in most ways, to those of non-disabled people.	AGREE DISAGREE
4.	Disabled people should be supported by the government; we should not expect them to work.	AGREE DISAGREE
5.	Disabled people have abnormal sex lives or none at all.	AGREE DISAGREE
6.	Disabled men should have priority in job placement and job-training programs over disabled women.	AGREE DISAGREE
7.	Job training programs for the disabled should steer women into traditional female occupations such as clerical and secretarial work.	AGREE DISAGREE
8.	It is impossible for disabled women to be wives and mothers.	AGREE DISAGREE
9.	Wheelchair users are paralyzed, and are confined to their wheelchairs.	AGREE DISAGREE
10.	It isn't rude for children to be curious or to ask questions about a wheelchair to a wheelchair user.	AGREE DISAGREE
11.	Hearing-impaired persons can understand what you say by reading your lips.	AGREE DISAGREE
12.	People who are mentally retarded cannot be educated or trained to become useful citizens. They remain children forever.	AGREE DISAGREE
13.	People who are mentally retarded are also mentally ill.	AGREE DISAGREE
14.	Able-bodied people have an obligation to take care of disabled people.	AGREE DISAGREE

*Adapted from the series on attitudinal barriers facing disabled citizens, produced by the Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Suite 704, Washington, D.C. 20036.

Discussion: "Myths or Facts?"

1. In the past, disabled people may have attended separate schools, may not have had access to facilities used by non-disabled people and may have had to rely on their segregated society for social interactions. Now, more children will attend regular schools; there is easier access to facilities and disabled people can be in social situations with non-disabled people with whom they share a common interest.

2. Disability is a constant, but each individual treats the disability in an individual way, as an expression of personality. Most disabled people carry on with their lives and are not constantly preoccupied with their disabilities.

3. There are upwards of 40 million disabled citizens of the United States who spend the best part of their time in the same way that the non-disabled do—working, shopping, etc. While lack of access does often inhibit full participation, we can hope that this trend will be reversed, and that we will find areas of common interest if we look beyond the disability at the person.

4. People with disabilities have equal rights—the same right of access to employment, housing, transportation and education as the non-disabled among us. Disabled people have become active seekers of civil rights for their own minority group.

5. Disabled people can express their sexuality in as many ways as can non-disabled persons. Some of the old beliefs—that people in wheelchairs can't have sex, that retarded people have abnormal sex drives—are myths, and hold-overs from the segregationist mentality.

6. Because our society tends to assign greatest value to what men do, women are often given lower priority in rehabilitation, job training and placement programs. And employers often feel it is more important to offer jobs to disabled men than to women. Such discriminatory attitudes and practices should be corrected in the interest of fairness and equal opportunity.

7. Women today, including disabled women, are exploring non-traditional careers such as law, medicine and the skilled trades. It is important that all women and men be encouraged to consider the entire range of careers for which they have the potential and the interest.

8. A considerable number of disabled women are married and function well as mothers.

9. Not all people who use wheelchairs are necessarily paralyzed or confined to their chairs. Often the use of a chair is to facilitate the speed and ability of movement. People who are in wheelchairs often transfer to cars or chairs on their own. The chair is an adaptive device for many people who choose to use it to enhance their mobility.

10. Children often ask questions that adults think about but are too afraid to ask. This tends to make the adults feel uncomfortable as if they had been "found out." Children then internalize these attitudes from the adults around them. It is important to satisfy children's curiosity so that they don't assume that such discussion is "bad." Wheelchair users are generally willing to answer questions for children to satisfy their curiosity.

11. All of us, to some extent, rely on lip-reading when we communicate. But a deaf person, even one who is well trained, can only understand 30-40% by watching the speaker's lips. The ability to read lips varies from person to person. Keep in mind that facial expressions, gestures and body language say a lot, too.

12. People with mental retardation are often educated and trained successfully. They usually can live within a community in non-institutional settings. With adequate training and opportunity, people with mental retardation can hold competitive jobs.

13. People frequently confuse mental retardation with mental illness. Mental retardation is a delay, and sometimes a limit, in the development of learning. At some point in their lives, people with mental retardation, like all other people, may have also experienced some social and/or emotional problems. There is no greater amount of mental illness among mentally retarded people than there is in any other group in our society.

14. In some cases, people with disabilities may require a level of assistance from other people. In these instances, the disabled person will indicate when there is a need for help. Disabled persons do not expect others to give them pity, charity or unusual assistance.

WORKSHOP TITLE: **Scenes and Accommodations**

TIME NEEDED: 20–30 minutes

TARGET AUDIENCE: Two sets of scenes and accommodations follow—one for personnel specialists and one for educators.

OBJECTIVE: To apply knowledge of Section 504 of the Rehabilitation Act to education and employment situations while examining the adverse effect of attitudinal barriers.

DIRECTIONS: *Pages 12 and 13, Scenes from the Business World and Scenes in Education, may be duplicated and distributed to small groups of workshop participants. Each small group is to discuss what, in each scene, would constitute attitudinal barriers, and what might be a better approach or a reasonable accommodation to each case.* **Wherever possible, facilitators in the groups should be disabled people.**

After all scenes are discussed and accommodations determined, small groups should return to the larger audience. Then, each scene should be discussed with the facilitators from each group presenting that group's approach to the situation described. The attached "Reasonable Accommodations" pages may be used by the workshop leader as a guide, or may be duplicated and distributed following the discussion.

Scenes From The Business World

Scene 1

As a result of an automobile accident, Janice uses a wheelchair. She is ready to return to her job as a secretary, but her employer does not want her to come back. He has not told her so, but Janice's friends at the company have told her that he is looking for a new secretary. He seems to believe that Janice will be absent often, will be dependent on other employees (and thus reduce their productivity) and that she will not be able to perform her job well. Janice knows that she can get to her office, and that it is relatively easy to gain access to the building in which the company has offices.

Scene 2

Pauline is a women who is mentally retarded. She has been working for the same firm for five years as a departmental messenger and mail deliverer. She would like to try a job which is more interesting and better paying. She tells this to her supervisor, who believes Pauline means that she wants to be a supervisor herself. She puts Pauline off, and says that they will talk about it some day. Pauline really wants to learn to run Xerox and duplicating machines, and doesn't understand why she isn't allowed to try to change her job.

Scene 3

Elizabeth worked successfully as a sales representative for a big city manufacturing firm before her accident. After some months of rehabilitation she is quite capable of getting around in a wheelchair and wants to return to work. Since travel from her suburban home to the city is a problem, she seeks similar employment nearer her home. When she is interviewed for a sales position with a retail firm which advertised an opening, the personnel manager offers her a position in the accounting office. When she mentions the sales position and her previous experience, the manager is firm: "Our salesmen wouldn't welcome a woman easily . . . and besides, you'll be more comfortable in the office."

Scene 4

June is interviewing for a job in an advertising firm. She is the most qualified applicant for the job, except that there is some client contact and phone contact and June is severely hearing-impaired. The personnel officer does not refer June to a department supervisor for an interview.

Scene 1

Under the provisions of Section 504, Janice is entitled to return to her position if she can still perform her duties. The employer would be asked to provide reasonable accommodations to enable her to work there. This might include such a relatively simple solution as modifying office furniture arrangment so that she can move around in her wheelchair. The attitudinal barrier that Janice's employer displays goes way beyond the reality of the situation: he *assumes* that Janice will be dependent, non-productive and absent often, even though these were not her patterns when she worked for him prior to her accident. He should give Janice the opportunity to adjust to her return instead of making assumptions based on stereotypes rather than on reality.

Scene 2

Pauline should have been allowed a reasonable amount of time in a new position to prove whether or not she could do the work competently. The supervisor, stereotyping Pauline because of her mental retardation, assumes that she wants to work beyond her capabilities instead of asking Pauline what she has in mind. A simple discussion here could have averted the difficulty.

Scene 3

The manager operates on a double attitudinal barrier. The first is that Elizabeth can no longer sell effectively because she can no longer walk. The assumption is that a desk or office job would be ideal for her. When he sees the wheelchair, the manager ignores all previous success Elizabeth has had in sales. He sees the disability, not the person, asking for the position. Second, Elizabeth is a woman and he assumes that sales is for men only. The manager should hire on the basis of proven ability and past performance, rather than on gender or disability.

Scene 4

The personnel officer's decision not to hire June is based on her disability rather than on her ability. Many jobs which we assume are impossible for disabled people can be adjusted—with a "reasonable accommodation"—to suit a disabled employee. In this case, June could cooperate with another employee to do the telephone work and could have an interpreter with her during meetings with clients. Deafness does not affect intelligence, creativity or the ability to think. Most disabled applicants would be pleased to discusss job adaptations and any fears or hesitancy with their present or future employers. The employer has made false assumptions here, and possibly has lost a highly qualified applicant.

Scene 1

Peggy is a quadraplegic junior high school student assisted in a wheelchair by an attendant. The teacher of her social studies class asks the attendant whether Peggy wants to take her mid-term examination at home or in class.

Scene 2

Tina is seated in the library. Beneath her seat is her guide dog. A teacher passes, stops and asks Tina: "How does your dog remember how to get from class to class?"

Scene 3

A class is scheduled for Samantha, a student with a physical disability, in an annex to the high school which is inaccessible. Samantha asks that a ramp be built so that she may enter the building unassisted. The principal refuses, telling her that a security guard will be assigned to help her get inside.

Scene 4

Arlene, a student with a visual impairment, asks her teacher if she may take her two-hour final examination in three hours. The teacher denies the request saying, "That wouldn't be fair to other students."

Scene 5

Louise, a hearing-impaired student, asks her teacher not to lecture when writing on the chalkboard since Louise is then unable to read the teacher's lips. The teacher replies, "Let someone else take notes for you."

Scene 1

This example illustrates the attitude that Peggy is helpless, unable to talk or speak for herself, because she is in a wheelchair. The situation may be complicated by the fact that the teacher feels uncomfortable with Peggy and her chair; therefore, she closes the line of communication with her by talking with her non-disabled attendant. This kind of attitude can be insulting and frustrating. Imagine how you would feel if this happed to you. The teacher's reaction creates distance and discomfort for Peggy.

Scene 2

The performance of a guide dog can sometimes appear to be mysterious to sighted persons. For example, some people may believe that guide dogs only need to be told, "Go to the drug store," and the dog will instantly guide its owner to the destination. In fact, guide dogs respond to commands like "forward," "left" and "right." A blind person must know in which direction she/he wishes to go in order to instruct the dog to guide in that direction. The dog is simply well trained to obey its owner and doesn't necessarily possess extraordinary intelligence or understanding.

Scene 3

Many of you may feel that the principal's attitude toward Samantha's attendance is very reasonable and that the offer of help is a generous one. The school's logic is that the security staff is already paid to accommodate other students, and the cost of a ramp is probably prohibitive. But what does the prospect of being accompanied and carried in and out do for Samantha's independence and the image of her that is presented to other students? Being constantly aided depicts her as being helpless and sets her apart from others immediately upon her entrance. She has finally worked through her own fear of appearing alone in public, only to find that wherever she goes she must submit to being treated differently—her disability being the first thing people notice. In fact, the cost of a ramp is usually quite low or another accessible entrance may be located. The costs involved are small in comparison to Samantha's loss of self-esteem. Often a facility which is accessible to disabled persons is more usable by *all* persons.

Scene 4

The extra hour Arlene requested is based on her visual needs—needs the other students do not have. In essence, the extra hour gives Arlene the opportunity, equal to the other students, to read and respond to the material. This is a "reasonable accommodation."

Scene 5

This approach makes Louise dependent *solely* on another person's perceptions, interpretations and note-taking ability when she might reinforce these with her own perceptions and interpretations through lip-reading. While hearing-impaired students often request companions to take notes with carbon copies, this method is used by the hearing-impaired student to supplement information obtained through lip-reading.

WORKSHOP TITLE: **Simulations During a Break**

TIME NEEDED: 15 minutes

TARGET AUDIENCE: Adults and students, all ages

OBJECTIVE: To understand, through simulation activities, some of the difficulties faced by disabled women and men and some of the adaptations that may be devised to cope with these difficulties.

DIRECTIONS: *This simulation activity will be conducted during a "break." Several participants from each small group should be asked to volunteer. In each small group, four people will each be given an instruction card with contents as indicated on the following page. During the break time, the participant should be asked to follow the instructions on the card. This will serve to initiate participants into some of the social implications and difficulties of a disability.* **Participants should never be forced to take part in the simulations. The activity should be conducted on a volunteer basis only.**

The instructions on the following page should be typed onto separate 3"x5" cards prior to the workshop. Prepare one complete set of instruction cards for each small group you expect to have.

At the beginning of the activity give each group facilitator a set of the cards. Tell the facilitator to get 4 volunteers for the activities as well as volunteers for simulations that may require help.

Following the simulations, conduct a discussion using the questions below:

LEADER	ANTICIPATED RESPONSES
1. Describe your experience . . . What did you realize that you never realized before? How did you feel?	1. Feelings here will vary greatly to include fear, distress, frustration or satisfaction in success. Participants may realize that other abilities can be used to compensate for the disability, that adaptation takes place.
2. Did you ask for help? Did you get it? How did you feel about your dependence on others?	2. Some will say the dependency was not a problem, while others may comment that it is difficult for them to ask for or receive assistance, even when necessary. It is good to point out that there is a similar range among people who are disabled, and we must let each individual indicate to us how much of our assistance she/he wants and needs.
3. What architectural or attitudinal barriers did you discover?	3. Participants will report that people stared at them in the hallway; or that they were unable to get anyone to help when it was needed. Further, they may notice that it is impossible, if one is in a wheelchair, to reach telephones and water fountains in public places. They may notice the absence of braille signs on bathroom doors or in elevators, doorways not wide enough for wheelchairs, or the absence of support rails on bathroom stall walls.

It is important to acknowledge that this is only a simulation . . . that we are able to "shed" the disability as easily as we "tried it on." This is in no way a complete idea of how disabled people experience life. It merely can serve to make us a bit more aware of our surroundings and of some of the experiences disabled people may have day-to-day.

Simulations

Prepare each of the following, separately, on 3"x5" index cards.

1. During this activity, you will be simulating blindness. Put on the blindfold when you finish reading this card. Then go ahead and engage in whatever activity you wish for your break time—a stretch, drink, bathroom visit, social conversation, a phone call. You may ask for help from another group member if you wish. Try to be as natural as you usually are in what you decide to do with your time.
(MATERIALS NEEDED: A BLINDFOLD)

2. During the break, you will be simulating a physical disability. Using the wheelchair (or crutches) provided for you, continue with whatever activity you planned for your break time originally . . .get a coke, visit the bathroom, make a phone call, have a conversation. You may ask for help from another group member if you wish. Try to be as natural as you usually are in what you decide to do with your time.
(MATERIALS NEEDED: A WHEELCHAIR OR A PAIR OF CRUTCHES)

3. During the break, you will be simulating a hearing handicap. Pick a partner in your group. During the break you two should stay together and do what you would ordinarily do with your break . . . but "speak" to each other *without using any voice.* Try to "discuss" the day's activities, a recent film, something personal, etc. Try to stay away from others who are speaking as this will dilute the effectiveness of this simulation.
(MATERIALS NEEDED: NONE)

4. During this break, you will be simulating a learning disability in the area of fine motor coordination. Put on the glove, but on your non-dominant hand, that is, the hand you do not use for writing. Put your dominant hand in your pocket so that you will not forget the simulation and use it by accident. For the length of the coffee break, do the activities you had originally planned using the gloved hand. Get coffee, make a phone call, etc.
(MATERIALS: A PAIR OF GLOVES)

EVALUATION

At the end of the workshop you select, 15 minutes should be allowed for participants to complete the following questionnaire:

1. When you compare your experience in this workshop with that acquired in other courses, do you feel that you have profited by it

   _____more _____ less _____ about the same

2. Where attitude is defined as the way you feel, would you say that you have
   a. _____ stabilized your attitudes
   b. _____ changed attitudes
   c. _____ acquired new attitudes

3. If you were responsible for planning the next workshop, would you emphasize more

   a. _____ general discussion
   b. _____ setting a definite group task
   c. _____ speakers
   d. _____ knowing others outside the small group
   e. _____ small group work
   f. _____ defining and clarifying philosophy
   g. _____ rotating among groups
   h. _____ simulation
   i. _____ problem-solving exercises
   j. _____ bibliographical material
   k. _____ myths versus facts
   l. _____ variety of topics

4. Please mark an "X" to rate the following activities as to their value to you:

	Great Value	Some Value	Little Value	No Value
a. Introductory Exercises	_____	_____	_____	_____
b. Myths versus Facts	_____	_____	_____	_____
c. Small Group Discussion	_____	_____	_____	_____
d. Feedback Sessions	_____	_____	_____	_____
e. Simulation Exercises	_____	_____	_____	_____

5. Please check each of the statements below which reflects your present attitude.

   a. _____ I have developed new ideas and acquired new insights about disabilities.
   b. _____ I have learned to understand some of the problems of disabled people, particularly women with disabilities.
   c. _____ I am more alert to good human relations and the needs and motives of others.
   d. _____ I have developed a desire to help integrate people with disabilities in schools and jobs.
   e. _____ Sharing both problems and knowledge with others has been helpful.

6. Additional Comments:

APPENDIX

PUBLICATIONS ON TECHNICAL ASSISTANCE IN IMPLEMENTING THE LAWS

The federal government provides the following technical assistance publications:

Elementary and Secondary Self-Evaluation Guide
A Training and Resource Directory for Teachers Serving Handicapped Students K-12
Employment Policies and Procedures Under Section 504
Guide to Employment Practices Under Section 504: Pre-Employment Inquiries and Medical Examinations
Guide to Employment Practices Under Section 504: Using Job Analysis to Develop Job-Related Employment Procedures
Special Education Placement Packet
Health and Social Services Provider Self-Evaluation Guide

These guides and others are available from the Office for Civil Rights, as follows:

Special Assistant to the Director for 504
Office for Civil Rights
Department of Health and Human Services
330 Independence Avenue, S.W.
Washington, D.C.

* * * * * *

For Copies of the Regulations on Section 504, contact your Senator or Congressperson and request:

Non-Discrimination on Basis of a Handicap (Dept. HEW) Federal Register, May 4, 1977. Part IV, Volume 42, No. 86.

GENERAL INFORMATION ON ATTITUDES TOWARD DISABILITIES

Bowe, F. *Rehabilitating America: Toward Independence for Disabled and Elderly People.* NY: Harper & Row, 1980.

Department of Consumer Affairs. *Consumer Rights for Disabled Citizens.* City of New York, 1976.

Department of Health, Education and Welfare. *Handicapped Persons: Rights Under Federal Law* (Section 504 Fact Sheet) Washington, D.C.

Goffman, E. *Stigma.* NY. Prentice-Hall, 1963.

Hale, G. *The Source Book for the Disabled.* Paddington Press, 1980.

Kleinfield, S. *The Hidden Minority: A Profile of Handicapped Americans.* Boston: Atlantic-Little, Brown & Co., 1980.

Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers: *Handbook of Employment Rights of the Handicapped: Section 503 and 504 of the Rehabilitation Act of 1973.* 1978.

Wolfensberger, W. *Normalization: The Principle of Normalization in Human Services,* Dounsview, Ontario: National Institute on Mental Retardation, 1972.

A BIBLIOGRAPHY FOR TEACHERS AND OTHER PROFESSIONALS IN THE FIELD OF EDUCATION

Barnes, Ellen, et al. *What's the Difference? Teaching Positive Attitudes Toward People with Disabilities.* Syracuse, N.Y. Human Policy Press (P.O. Box 127, Syracuse 13210, $6.00/each).

Bookbinder, S. *Meeting Street School Curriculum.* Boston; Exceptional Parent Press.

Cohen, Shirley. *Accepting Individual Differences.* Developmental Learning Materials, 1977. (A sequential curriculum, grades K-6).

Council for Exceptional Children, *PL94-142: The Education for All Handicapped Children Act.* Reston, Va. The Council, 1976.

Cummings, Marlene, et al. *Individual Differences: An Experience in Human Relations for Children,* Madison Public Schools, Madison, Wisconsin (Distributed through Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, N.Y., N.Y. 10016 ($12.50).

Gliedman, J. & Roth, W. *The Unexpected Minority: Handicapped Children in America.* N.Y.: Harcourt, Brace, Jovanovitch, 1980.

Grealish, C. & M.J. *The Land of the Sneely-Mouthed Snerds.* Syracuse, N.Y., Human Policy Press, 1975.

Ross, Ruth-Ellen, et al. *Handicapped People in Society: A Curriculum Guide,* The University of Vermont, 1977.

Schmidt, Judith, et al. *Creating Least Restrictive Learning Environments: A Guide for Mainstreaming,* Board of Education, N.Y.C. Public Schools, (Publications Sales Office, 110 Livingston St., Bklyn, N.Y. 11201, Curriculum No. 00-8530-81, ISBN 88315-445-5. $4.00 each, payable AUDITOR, Board of Ed.).

SOME BOOKS FOR STUDENTS (GRADES K–12) ABOUT PEOPLE WHO ARE DISABLED

Biklen, Doug and Ellen Barnes. *You Don't Have to Cook Pancakes: A Workbook in Understanding;* Human Policy Press, Syracuse, NY 1978. Grades K-5.

Synopsis: This is a workbook designed to teach how to understand others by acquiring an appreciation of their points of view. The book is about all people, including those with disabilities.

Critique: The illustrations are very good, and the depiction of deaf persons is realistic and sensitive.

Brightman, Alan J., Kim Susan Storey with Mary Benjamin, *Ginny's Backyard;* Human Policy Press, Syracuse, NY 1978. Grades 4-7.

Synopsis: Ginny is a twelve-year-old dwarf whom we get to know through her backyard. Children may have met Ginny on Public Television's "Feeling Free."

Critique: The photographs and text are direct, clear, and the handicap is presented positively and with sensitivity.

Davidson, Margaret. *Helen Keller;* Hastings House, NY 1971. Grades 1-6.

Synopsis: This biography of Helen Keller (blind and deaf from the age of 18 months) focuses on her, her teacher, Anne Sullivan, and her school experiences, as well as problems she encounters regarding society's acceptance of her.

Critique: The book is well written, but it omits a good deal of Helen Keller's social and political activism.

Fassler, Joan. *Howie Helps Himself;* A. Whitman, NY 1975. Grades 1-6.

Synopsis: Howie Helps Himself is about a boy who has cerebral palsy. The story is about his activities at home and school. Howie's biggest wish is to be able to ZOOM around in his wheelchair by himself. The book describes how Howie finally manages to maneuver his wheelchair.

Critique: Although Howie is portrayed positively, he is not shown as having any friends outside of school except for his family.

Gold, Phyllis. *Please Don't Say Hello;* Human Sciences Press, Syracuse, NY 1977. Grades 4-7.

Synopsis: This book attempts to describe the world of an autistic child and is written by the mother of one. As the family moves into a new neighborhood with Eddie, their autistic child, we see how he tries to break out of his frightening world.

Critique: Realistic, positive, and beautiful.

Charlip, Remy and Mary Beth and George Anconna. *Handtalk, An ABC of Finger Spelling and Sign Language;* Parents' Magazine Press, NY 1975. Grades K-6.

Synopsis and Critique: A beautiful book with color photographs of actors from the National Theater of the Deaf signing words, with the word shown below each picture in finger spelling.

Cleary, Margaret. *Please Know Me As I Am;* Jerry Cleary Co., Sudburry, Mass. 1977. Grades K-12.

Synopsis: A resource guide to help children understand their disabled peers. The appendices contain lists of resource agencies, an annotated list of books for children,

pamphlets and where to get them, and audio-visual materials.

Heida, Florence. *Sounds of Sunshine, Sound of Rain;* Parents' Magazine Press, 1970. Grades K-4.

Synopsis: This story is about a little blind Black boy, his world, and how he gets around it. He sees more than the superficial. For example, when he and his sister walk in the park she describes the trees as being in cages ". . .because if they weren't in cages they wouldn't stay in such a terrible park. They'd just get up and go somewhere pretty." He chooses to believe Abram, the ice cream man in the park who befriends him. Abram says the trees are in cages to keep them safe so they can grow up to be big and tall.

Critique: This is a lovely story that describes a little boy's images of the world in a very sensitive way. His blindness and blackness are part of his being, but not the only part.

Killilea, Marie, Lyons. *Karen;* Prentice-Hall, 1953. Grades 7-12.

Synopsis: When Karen was born with cerebral palsy, the doctors told her parents that she would never be able to sit up or walk. Karen's parents refused to believe their prognosis and went in search of doctors who would finally help Karen receive the care she needed and would benefit from. Karen turns out to be a bright child with a great deal of motivation.

Critique: This is an encouraging biography written by the mother of a child with cerebral palsy who tries to help others understand people with cerebral palsy. The love, determination, and strength she uses in dealing with Karen are sensitively conveyed.

Krents, Harold. *To Race the Wind;* C.P. Putnam's Sons, NY, NY 1972. Grades 6-12.

Synopsis: "Butterflies Are Free" was based on this book, a blind man's account of his growing up to young adulthood.

Levine, Edna S. *Lisa and her Soundless World;* Human Sciences Press, Syracuse, NY 1974. Grades 3-5.

Synopsis: This is about a little girl named Lisa who was born deaf. Her parents are unaware of what is wrong with her; they only know that she can't speak. When they take her to the doctor, he tells them that she is deaf, and tells them how she can be helped to communicate. Because she is very bright, she learns to lip read and use sign language very quickly. When she grows up she wants be teach children who are deaf.

Critique: This is a lovely and realistic story about a girl who is deaf, and it represents deafness positively.

Little, Jean. *Mine for Keeps;* Little, Brown & Co., Boston, MA. 1962. Grades 5-7.

Synposis: Mine for Keeps is about a little girl named Sal who has cerebral palsy. She learns to live with her family and to attend regular school with non-disabled children after being in a special school for disabled children.

Critique: Interesting, sensitive, and well-written book, which describes in a non-condescending way how Sal overcomes many hurdles.

Ominsky, Elaine. *Jono: A Special Boy;* Prentice-Hall, 1977. Grades 4-6.

Synopsis: A child with Down's Syndrome is revealed in photographs and texts as a very special child.

Critique: In general, a well-done book; however, the extraordinary emphasis on the exceptionality of this child may adversely affect a non-disabled child. Neither extreme is realistic.

Peterson, Jeanne Whitehouse. *I Have a Sister–My Sister is Deaf;* Harper & Row, NY 1977. Grades 2-4.

Synopsis: A young girl describes how her deaf sister experiences everyday things. Her sister can play the piano, dance, leap, tumble, roll, climb to the top of the monkey bars, and walk in the grassy lot behind their house. "My friends ask me about my little sister. They ask 'Does it hurt to be deaf?' 'No,' I say, 'Her ears don't hurt, but her feelings do when people do not understand.' "

Critique: This is a sensitive story that is easily understood.

Sackmary, Arnold and Roger Zeeman. "Special People"; New Jersey Association for Children With Learning Disabilities, (Box 249) Convent Station, NJ.

Synposis: Booklet for children about children with disabilities.

Sobol, Harriet Langsam. *My Brother Steven Is Retarded;* Macmillan & Co., 1977. Grades 5-9.

Synopsis: This is about an 11-year old girl who expresses her mixed feelings about her older brother, Steven, who is mentally retarded. For example: "He's kind of clumsy, and once in a while he knocks things over. When he breaks things or makes messes and I have to help my mother clean up, I get angry at him. Then I really feel bad because it's not his fault his brain is hurt."

Critique: This is a warm and touching book with sensitive photographs accompanying the text.

Stein, Sara Bonnett. *About Handicaps: An Open Book for Parents and Children Together;* Walker & Co., NY 1974. Grades 1 and up.

Synopsis: This is about a boy named Matthew whose friend Joe makes him feel uncomfortable because Joe has cerebral palsy. But meeting a man with an artificial hand enables Matthew to discuss his attitudes.

Critique: This is designed to help non-disabled persons, especially children, understand their feelings toward the disabled. The story is supplemented by a text for adults.

Wolf, Bernard, *Don't Feel Sorry for Paul;* Lippincott, 1974. Grades 4 and up.

Synopsis: This is a story about a boy who was born without fully developed arms and legs. The story of Paul and his struggles is depicted through photographs and text and shows Paul in many varied situations. The text says at one point: "His problem comes instead from thoughtless outsiders–children or adults who react to him with pity, disgust, or even ridicule.

Critique: This story is told in a forthright and non-patronizing way. The photographs are realistic and complement the text.

ORGANIZATIONS AND AGENCIES OFFERING MATERIALS AND ASSISTANCE

American Coalition of Citizens with Disabilities
1200 15th Street N.W. Suite 201
Washington, D.C. 20005

Architectural & Transportation Barriers Compliance Board
Room 1014
Department of Health and Human Services
330 "C" Street S.W.
Washington, D.C. 20201
"Resource Guide: Architectural Barrier Removal," 1979
"Resource Guide to Literature on Barrier Free Environments," 1977

Department of Social and Health Services
407 Capitol Center Building
Olympia, Washington 98504
"The International Symbol of Access"
"Job-Ready"
"Mobility Barriers"
"Mobility Barriers–Fact Sheet"

Mainstream Inc.
1200 15th Street N.W.
Washington, D.C. 20005
"There Oughta Be a Law. . . There is: (Series)"
"There Oughta Be a Law. . .Accessibility Requirements"
"There Oughta Be a Law. . . Law Accommodations"
"There Oughta Be a Law. . . Complaint Process'
"There Oughta Be a Law. . . Hidden Handicaps"
"Federal Contractor's Guide to Accessibility"
"In the Mainstream" (bi-monthly newsletter)

Organizations and Agencies . . . (continued)

President's Committee on Employment of the Handicapped
1111 20 Street N.W.
Washington, D.C. 20210
"How to Accommodate Workers in Wheelchairs"
"First Ponder, Then Dare"
"The ABC's of Hiring People with Disabilities"
"Look Who's Minding the Store: Supervising Disabled Employees"
"Your New Blind Secretary"
"So You've Hired Someone with a Hearing Impairment"
"Affirmative Action for Disabled People: A Pocket Guide"
(The President's Committee has other print and media resources available.)

Public Affairs Committee
381 Park Avenue South
New York, N.Y. 10016
Koestler, F.A. "Jobs for Handicapped Persons. A New Era in Civil Rights." 1979 (Public Affairs Pamphlet No. 554–506)

AUDIO-VISUAL RESOURCES PROMOTING MORE POSITIVE ATTITUDES TOWARD PEOPLE WITH DISABILITIES

*P "A Different Approach" and "A Fighting Chance" (color, 16mm)
President's Committee on Employment of the Handicapped
or
Handicapped Learner Materials Distribution Center
Indiana University Audio-Visual Center
Bloomington, IN 47405

P "Access" (color, 16mm)
Polymorph Films
331 Newburry Street
Boston, MA 02115

P "Freedom to Define Myself" (color, 16mm)
Dick Arnold Productions
2600 Northwood Farms
P.O. Box 1799
East Lansing, MI 48823

P or T "Handicappism" (slide presentation with coordinated audio tape)
Human Policy Press
Syracuse, N.Y.

T "I'm Much Like You" (Filmstrip, audio cassette)
Sunburst Communications
Pleasantville, N.Y.

P or T "I'm Not What You See" (Man Alive series)
Canadian Broadcasting Corp.

P or T Stanfield House Films/Media
12381 Wilshire Blvd.
Suite 203
Los Angeles, CA 90025
Excellent films for children, youth and adults promoting the progress of disabled people into the mainstream. (Send for catalog)

*Recommendations:
P=Films for Professionals in Personnel or Business
T=Films for Teachers or Professionals in Education

NATIONAL RESOURCES FOR PAMPHLETS, FILMS AND INFORMATION ON DISABILITIES

Mental Retardation

National Association for Retarded Citizens
Public Affairs Pamphlets
381 Park Avenue South
New York, N.Y. 10016

Physical Disabilities

National Foundation–March of Dimes
1275 Mamaroneck Avenue
White Plains, N.Y. 19605

National Easter Seal Society
2023 West Ogden Avenue
Chicago, Illinois 60612

United Cerebral Palsy Association
66 East 34 Street
New York, N.Y. 10016

Deafness and Hearing Impairment

Materials Specialist, Gallaudet College
Kendall Green
Washington, D.C. 20002

Midwest Regional Center for Deaf-Blind Children
c/o Michigan Department of Education
5th Floor Davenport Building
Ottowa and Capitol
Lansing, Michigan 48933

Blindness and Visual Impairment

American Foundation for the Blind
15 West 16 Street
New York, N.Y. 10011

Seeing Eye, Inc.
Morristown, New Jersey 07960

National Federation of the Blind
218 Randolph Hotel Building
Fourth and Court Streets
Des Moines, Iowa 50309
(Write for the address of your local association and other agencies in your area.)

General Information

Alan Brightman
American Institute for Research
22 Hillard Street
Cambridge, Massachusetts 02138
(Information on films about children with various disabilities plus other curriculum ideas.)

SUMMARY REPORT OF CONFERENCE ON DISABLED WOMEN

On May 24, 1979, the New York City Commission on the Status of Women and the Mayor's Office for the Handicapped convened a conference for decision-makers in education, employment and government agencies responsible for administering programs and providing services for disabled persons.[1] Entitled, "Disabled Women and Eligibility Requirements, Education and Employment: An Overview," the conference examined barriers faced by disabled persons in the areas of education and employment, with particular attention to difficulties of the more severely disabled in qualifying for support services under the Medicaid program. Sexism was particularly examined for its impact upon handicapped women's attitudes and their educational and employment opportunities. Recommendations outlined included overall legislative, policy and attitudinal changes which improve the status of disabled persons and specified several strategies for introducing and winning support for these changes.

Apprehension, denial and overprotectiveness are typical of the mix of attitudes of non-disabled people toward disabled persons and are reflected in legislation, policies and administration of programs and services designed for the handicapped. Instead of being viewed simply as other human beings, people with handicaps are looked upon as patients, "charity cases," receivers of services who need to be monitored by governmental agencies. Consequently, attempts at reforms to benefit disabled people need to deal with attitudinal as well as legislative/policy/administrative change.

Disabled women are victims of commonly accepted sexist attitudes and assumptions and therefore suffer double discrimination. For example, the encouragement of female submissiveness, compliance and passivity has an even more deadening effect upon disabled females. The general tendency to assume that disabled persons desire social and economic dependence is reinforced by sexist attitudes, when the disabled person is female.

[1]The conference was made possible through the support of the Celanese Corporation, Equitable Life Assurance Society, McGraw Hill Publishers, WCBS-TV and HEED / A Division of Management Women, Inc.

This attitude is most commonly adopted by the disabled person's family but is often accepted by the disabled individual as well. Moreover, educational and rehabilitation agencies tend not to offer supports to independence for disabled women, providing instead severely limited options based on stereotyped ideas of what is appropriate for women. As a result, many disabled women remain untrained for employment because rehabilitation agencies expect them to remain at home without paid employment.

In truth, attitudes of employers generally have been unaccepting, especially to disabled women who have lower status than disabled men. Women whose disability prevents them from performing in traditional women's jobs such as secretarial work face particularly severe discrimination since appropriate but traditionally male employment will not be offered to them.

Specific recommendations with regard to changing attitudes of legislators, policy-makers, administrators and prospective employers appear in later sections. Several general suggestions, offered to secure equity for disabled women concerned: (1) encouraging individual assertiveness; (2) adopting an activist stance and joining with disabled persons and with feminists; (3) allying with credible, attractive, powerful figures who can most effectively alter public attitudes.

Restrictive Eligibility Requirements for Support Services

For severely disabled persons, the major barrier to an independent life lies with regulations for funding of life support services. While eligibility requirements are no more restrictive for females than for males, this topic is of vital concern to severely disabled women because all other questions of educational or employment equity become moot without reform in funding for basic support services. At present, funds for home attendants and similar support services are provided through Medicaid only for people with low income.

Employed disabled persons lose their vital

support services because their incomes exceed Medicaid's very low income ceiling ($3600 per year), yet their wages are generally far too low to assume the full cost of these services. Present eligibility requirements demand that a severely disabled person be completely dependent or completely independent; no middle ground is recognized or permitted. So thorough is the assumption of the disabled person as a helpless patient that the only transportation funds provided are for medical reasons. Thus, even if a handicapped person accepted a job, transportation costs would be prohibitive. Similarly volunteer experience, which could serve as an internship to prepare a disabled person for economic independence, is out of the question because transportation fees are unaffordable.

These policies are in complete contradiction to the goals of rehabilitation programs in which millions of dollars are spent training handicapped persons for employment. The results of this contradiction are enormous: funds misspent on training; the loss of revenue from employed disabled persons; and, most importantly, the loss of self-esteem and the forced isolation of disabled persons who, as government wards, are prevented from performing useful work in the company of other people.

Long-term lobbying efforts were recommended to make legislators aware of disabled persons and their needs and to educate them about their desire for as independent a life as possible. In a time of economic belt tightening, Medicaid funding ceilings are likely to be altered only if they do not cost taxpayers more money. Therefore, a study or demonstration project was recommended to determine whether tax revenues produced by employed disabled persons outweigh or offset the costs of providing them with home and transport support services while they are employed.

Employment Barriers

Unemployment rates for disabled females are higher than for disabled males and are even higher than reported because unemployed disabled women often are listed as homemakers. Only 29% of disabled women are employed and of these only an insignificant number earn $10,000 or more. Indications are that prospects will not improve for disabled persons seeking work because of the present bleak economic forecast, handicapped people's unfamiliarity with the business environment, (reinforced by job training which has provided minimum help) and resistance from potential employers and coworkers to persons with disabilities.

Attitudinal changes for potential employers and disabled applicants are critical to changing this picture. Workshops for potential employees and personnel interviewers were recommended as a practical means for the two groups to become acquainted with each other and learn to communicate effectively, assertively and sensitively.

Educational Barriers

More disabled people, especially disabled women, are needed in teaching or administrative positions to make education more responsive to the needs of disabled students. This is all the more important now that better methods of diagnosing handicaps have identified more people with special educational needs and created a larger public demand for special educational programs and services.

Funding anomalies also limit educational opportunities for disabled persons. For one thing, although legislation[2] requires that schools provide special educational services in the least restrictive (least segregated) environment, schools receive the highest reimbursement when students are taught in the most restrictive residential settings. For another, just as Medicaid assumes either total disability and dependence or total independence in determining eligibility for funds, state regulations define students as either disabled or non-disabled in determining schools' eligibility for funding for special education. In fact, a large middle ground exists of students who need and who could benefit from special education which the schools cannot afford to provide without state and federal assistance.

[2]The Education for All Handicapped Children Act, passed by Congress in 1975, guarantees appropriate public education to all handicapped children and provides nearly $1 billion a year in aid to states for the education of disabled children.

Lobbying and educational efforts were recommended to persuade legislators to revise existing regulations. In addition, changes were urged in regulations to enable part-time handicapped college students to be eligible for tuition assistance when transportation difficulties make full-time attendance impossible. Urgently recommended were in-service and pre-service training of mainstream teachers at all levels since more and more of their students will have handicaps of various sorts and degrees. Teachers must be sensitized to the needs of disabled students and must develop additional and alternative methods of reaching them.

Teachers, administrators and students need to be alerted to sexist practices that restrict educational opportunities and actively support elimination of these barriers. Assertiveness training of all handicapped students, especially of females, also was recommended.